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ABSTRACT

In April 1993, a study was undertaken by the California Community College Counselors Association to devise a formula to estimate the direct counseling/advising full-time equivalent (FTE) to student ratio at each college. Other purposes of the study were to provide data on the amount of counseling FTE spent teaching and coordinating student services programs; to determine the ratio of full-time to part-time counselors on each campus; and to collect data on the amount of instructional faculty advising and paraprofessional advising being done in the state. A survey instrument was mailed to the counseling managers at all California community colleges, and 63 responded. Study findings included the following: (1) the median direct counseling ratio was 1 FTE counselor to 1,717 students, and the highest ratio was six times greater than the lowest; (2) the median direct counseling/advising ratio was 1 counselor/advisor to 1,418 students; (3) the largest colleges had the highest ratios for both direct counseling FTE and direct counseling/advising FTE to student ratios; (4) the median percent of counseling FTE allocated to teaching was 6.4%, while 9.5% FTE was allocated to program coordination; and (5) the median percent of all counselors who were full-time was 84%. Data tables analyzing survey results by college are appended. (MAB)

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CALIFORNIA COMMUNITY COLLEGE COUNSELORS ASSOCIATION
REPORT ON THE RESULTS OF THE
1992-93 STATEWIDE COUNSELING AND ADVISING SERVICES SURVEY

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OVERVIEW

A study was undertaken to compare the direct counseling and counseling/advising FTE to student ratios at California community colleges, the percent of counseling FTE allocated to teaching and program coordination, and the percent of full-time to part-time counselors. A survey was sent to all California community colleges. Sixty-three colleges responded. Results indicated that the median direct counseling FTE to student ratio was 1 to 1,717, with the 75th percentile ratio 1 to 1,935, and the 25th percentile ratio 1 to 1,365. For direct counseling/advising FTE to student ratio the median was 1 to 1,418, with the 75th percentile ratio 1 to 1,749 and the 25th percentile ratio 1 to 1,225. The median percent of counseling FTE allocated to teaching was 6.4% and for program coordination it was 9.5%. The median percent of all counselors who are full-time was 84%.

ACKNOWLEDGMENTS

This research project was a major undertaking that would not have been possible without the assistance of many community college individuals and associations. I would like to sincerely thank the following organizations and associations for their support:

- California Community College Counselors Association Executive Board
- Academic Senate Executive Board
- Academic Senate Educational Policies Committee
- Full-Time/Part-Time and 50% Law Task Force
- Counseling Regional Facilitators
- Student Services Division, Chancellor's Office
- Data Processing Division, Chancellor's Office
- Faculty Association of California Community Colleges
- Community College Council, California Federation of Teachers
- Community College Association, California Teachers Association
- California Community College Chief Student Services Administrators Association

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- Sharon McCuen, Dean of Research and Development
- Rosemary Montijo, Vice President of Student Services
- Queen Randall, President

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REPORT ON THE RESULTS OF THE 92-93 STATEWIDE COUNSELING AND ADVISING SERVICES SURVEY

History Of The Survey

How many counselors in a community college are necessary to provide adequate counseling services for its students? For years (most recently in matriculation legislation), counseling faculty have unsuccessfully struggled to put forth an acceptable counselor-to-student ratio for colleges to adopt. As a result of this failure, each district sets its own staffing standards for its counseling programs. Counseling faculty believe that students receive significantly different qualities of service in different districts. Further, without hiring standards, counseling services are in disproportionate jeopardy of losing funding during times of fiscal hardship.

Having been unsuccessful in establishing counselor-to-student ratio guidelines, many counseling faculty looked to the possibility of adapting AB 1725 and the 50% Law to stabilize their staffing problems. As part of AB 1725, the reform bill for California community colleges, districts are required to implement faculty hiring procedures that lead to 75% of faculty being full-time and 25% being part-time. Districts showing progress towards this ratio are provided financial incentives. Because this portion of the law has been interpreted to refer to instructional faculty only, non-instructional faculty, including counseling and library faculty, became concerned that at some colleges they were losing positions in their disciplines (both new and replacement positions) due to the financial incentives provided by the 75%-25% ratio. These groups strongly believe a significant decrease in the positions allocated to counselors and librarians would result in a loss of vital services to California community college students.

Likewise, non-instructional faculty are not counted with other faculty on the "faculty" side of the 50% Law. The 50% Law requires colleges to use a formula that ensures that a specific portion of college funds be used to cover direct instructional expenses. This helps stabilize the hiring of instructional faculty and aides.

To explore the concerns of the counseling and library faculty, the "Full-Time/Part-Time and 50% Law Task Force" was formed under the leadership of Joseph Newmyer, Vice Chancellor of Fiscal Policy, in spring 1992. The task force was successful in temporarily resolving the librarian issue by including library faculty in the 75%-25% law for a limited time. However, agreement on the counseling issue could not be reached.

One significant block to resolving the counseling issue was that there were no accurate data on the counseling FTE allocated to provide counseling services to students at individual colleges. In order for appropriate decisions to be made, better data were essential. Thus, the California Community College Counselors Association (CCCCA) agreed to undertake a survey to collect the data.

Though conducted by CCCCCA, the idea of a survey was broadly supported by the task force and numerous groups within the college community. These groups included both the Executive Board and the Educational Policies Committee of the Academic Senate, the Counseling Regional Facilitators, the Chancellor's Office (CCC) staff and the leadership in Faculty Association of California Community Colleges (FACCC), Community College Association (CCA, CFT), California College Association (CCA, CTA), and the California Community College Chief Student Services Administrators Association (CCCCSSAA). American River College provided the expertise of their research department in compiling and analyzing the survey data.

Survey Purposes

The first purpose in undertaking this survey was to devise a formula to estimate the **direct counseling/advising FTE to student ratio** at each college. (**Direct** services are those **counseling/advising** services provided directly to individuals or groups of students by counselors or advisors. Counseling FTE spent teaching classes or coordinating programs is excluded.) Here, the assumption is that the fewer students a counselor or advisor has to serve, the better service each student has the potential to receive. Once data were collected, these ratios could help determine if students were receiving relatively similar levels of service throughout California, lay a foundation to monitor future ratios, and provide data to establish optimum ratios.

A second purpose of this survey was to provide data on the amount of **counseling FTE spent teaching**. First, these data help isolate the FTE allocated to direct counseling/advising services as required for accurate ratios. Second, these data can be used to discuss how the teaching loads of counseling faculty may impact the 50% Law interpretation.

A third purpose was to provide data on the amount of **counseling FTE spent coordinating student services programs**. As with teaching, program coordination FTE were separated out to allow more accurate computation of direct counseling/advising FTE to student ratios. Also, many counseling faculty are concerned that the perceived trend in shifting counseling FTE away from direct counseling/advising services to program coordination may be negatively impacting students. This survey provides data for that discussion.

Fourth, the survey collected the data necessary to determine the **ratio of full-time to part-time counselors** on each campus. This is needed to project the possible impact of the inclusion of counseling faculty in the 75%-25% ratio.

A fifth purpose of the survey was to collect data on the **amount of instructional faculty advising and paraprofessional advising being done in the state**. Colleges were requested to submit job descriptions for their paraprofessional advisors.

Survey respondents were asked to provide **counseling and advising FTE information by funding source** (general fund, matriculation, DSPS, EOPS and other). This allowed the DSPS and EOPS counseling FTE to be separated out for certain calculations.

To allow possible comparison of counseling/advising services (pre and post matriculation funding), the survey provided an opportunity for colleges to submit identical types of counseling/advising data for the 1987-88 academic year. That data will not be addressed in this report.

Design and Implementation of the Survey

Since community colleges deliver counseling/advising services in many different ways to very different populations of students, the greatest difficulty in designing the survey instrument was to use **terms** that were **understood consistently** across the state and that allowed **all delivery methods** to be counted. For example:

- Some colleges use only counseling faculty to counsel and advise students. Others may use faculty advisors and/or paraprofessional advisors to perform certain services.
- Some counselors counsel only specific populations such as DSPS or EOPS students. Because these students typically require more counseling services, their counseling/advising FTE to student ratios are relatively low.
- The title "counselor" does not limit an individual to providing direct counseling/advising services. Counseling faculty often teach classes and/or coordinate student services programs.

To help ensure clarity of the survey instrument and improve consistency of the responses, numerous consultations were held with groups as varied as the Executive Board and Educational Policies Committee of the Academic Senate, CCCCA members, Chief Student Services Administrators, the Counseling Regional Facilitators and

Chancellor's Office staff to determine what information needed to be collected and how to best define terms used in the survey instrument.

The final revision of the survey instrument was completed and mailed to the counseling managers at all California community colleges in April, 1993. As part of the survey instructions, managers were strongly encouraged to include counseling faculty input in completing the survey and to have the completed survey reviewed and signed off by their local senate presidents.

Sixty-three colleges responded to the survey. Follow-up telephone calls were made to clarify any confusing responses. Colleges provided data on counseling and advising FTE devoted to serving students and noted how each FTE was funded (general fund, matriculation, DSPS, EOPS, and other).

Next, the Chancellor's Office provided the **unduplicated** credit student head count data for each college for the entire 1992-93 academic year. (Please note that the unduplicated head count only includes students who actually **enroll** in classes, although colleges provide matriculation services for **potential** students as well.) Additional data were provided for each college on the number of DSPS and EOPS students served from the "91-92 Weighted Student Counts For Use In Computing The 92-93 DSPS Allocation" and the "Number of EOPS Students Served in the 91-92 School Year" documents.

Raw survey data and population data were then given to the American River College Research Department for computer input and analysis using SPSS for Windows.

Interpreting The Results

Results of Analysis 3 & 4

This survey report shows the analysis on eight items for each participating college (See table in Appendix). Two of these eight items seem most pertinent to the discussions leading to this survey and are presented here first in graphic form.

The first graph (Figure 1, p. 10) compares the direct counseling FTE (Analysis 3) and direct counseling/advising FTE (Analysis 4) to student ratios for colleges with the highest and lowest ratios and the state median value. For example, in the direct counseling ratio (dark shaded), the median for all colleges reporting is 1 to 1,717. The college with the highest ratio (Taft) reports 1 to 5,012. (Note: When advising FTE is included, Taft's ratio is 1 to 766). The lowest (Merced), has a ratio of 1 to 782. Taft then, has a ratio which is more than **six times greater** than Merced.

For direct counseling/advising ratio (light shaded), the largest college has almost **four times** the ratio size as does the smallest college with a statewide median ratio value of 1 to 1,418.

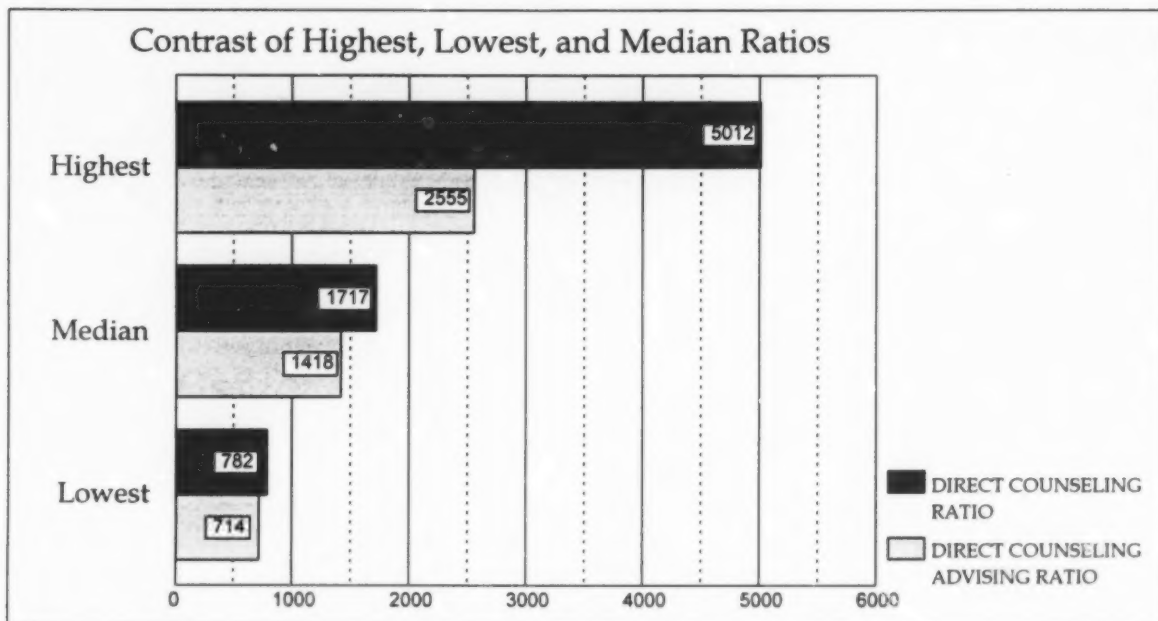


Figure 1. Contrast of Highest, Lowest and Median Ratios for Direct Counseling FTE and Direct Counseling/ Advising FTE to Student Ratios.

Direct Counseling FTE to Student Ratio

Analysis 3: Ratio of all non-EOPS/DSPS/other funded direct counseling FTE to all non-EOPS/DSPS students.

Direct Counseling/ Advising FTE to Student Ratio

Analysis 4: Ratio of all non-EOPS/DSPS/other funded direct counseling FTE plus all direct advising FTE to all non-EOPS/DSPS students.

To determine whether the **population size of a college** would influence the ratios, a second graph (Figure 2, p. 11) compares median ratios for small, medium, and large colleges. For example, for the direct counseling FTE to student ratio (Analysis 3), the median ratio for large colleges is 1 to 1,765, and for small colleges 1 to 1,678. Similarly, the direct counseling/advising FTE ratio (Analysis 4) is also higher for large colleges. In other words, **the largest colleges had the highest ratios for both direct counseling FTE and direct counseling/advising FTE to student ratios.**

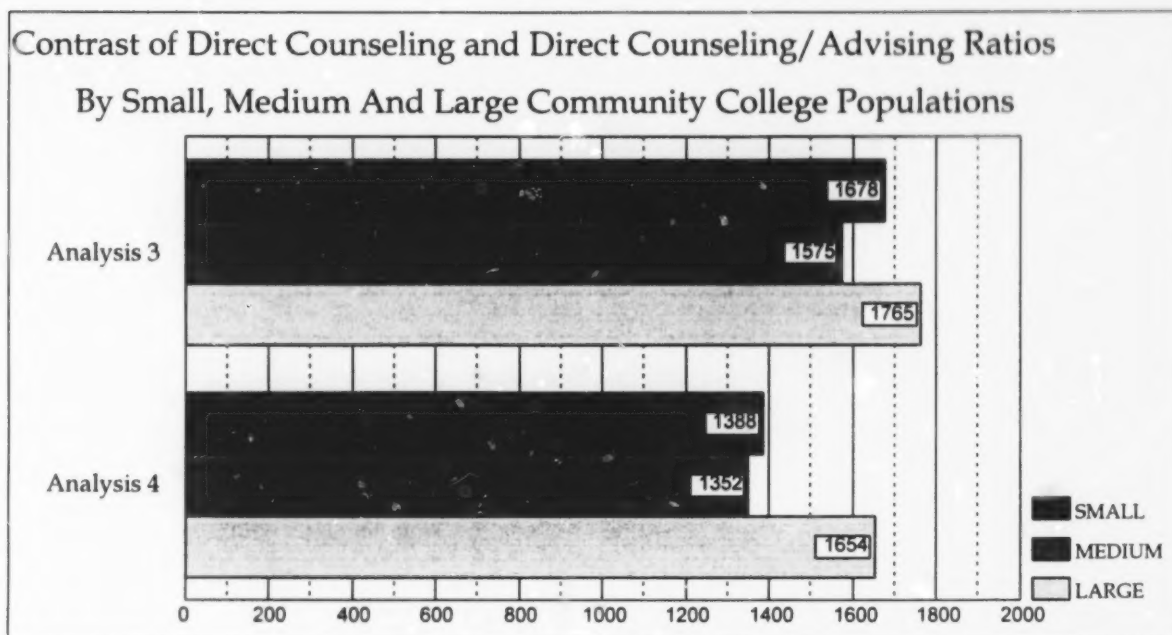


Figure 2. Contrast of Direct Counseling and Direct Counseling / Advising FTE Ratios by College Populations.

Analysis 3: Direct Counseling FTE to Student Ratio

Ratio of all non-EOPS/DSPS/other funded direct counseling FTE to all non-EOPS/DSPS students.

Analysis 4: Direct Counseling/ Advising FTE to Student Ratio

Ratio of all non-EOPS/DSPS/other funded direct counseling FTE plus all direct advising FTE to all non-EOPS/DSPS students.

Definitions of College Size by Yearly Total Enrollment

Large = Greater than 20,200

Medium = Between 11,200 to 20,200

Small = Less than 11,200

Results of All Analyses

The results of all survey analyses are summarized in the Appendix , and should be referenced to interpret the following sections:

The colleges that responded to the survey are listed alphabetically. The first column, labeled **Population**, lists the **unduplicated credit student head count for the entire academic year**, as provided by the Chancellor's Office staff. This number is often referred to as "**all students**" in the analysis descriptions below.

In the columns labeled Analysis 1 through Analysis 5, the data are provided as **ratios**. For example, the College of Alameda has a 1 to 903.52 counseling faculty FTE to student ratio. In other words, there is one counselor for every 904 students. In this report, the smaller the number in the column, the higher the "level" of counseling/advising services students could potentially receive. Thus a ratio of 1 to 904 is deemed "better" for students than 1 to 1,200.

For easy reference, the statewide values (75th percentile, median, 25th percentile) are presented at the bottom of each page.

In the first analysis (Analysis 1), the ratio of **all counseling faculty FTE to all students** is shown. This includes counseling FTE spent teaching classes and coordinating programs. Analysis 1 does not count advising FTE.

In Analysis 2, the **counseling faculty FTE spent teaching classes and coordinating programs is removed**. Thus, this ratio shows all counseling FTE spent on direct counseling to all students. Analysis 2 does not count advising FTE.

Analysis 3 **removes all DSPS, EOPS, and other funded direct counseling FTE from the direct counseling FTE and then subtracts the DSPS and EOPS students from the total unduplicated head count**. The purpose of this is to remove counseling FTE directed specifically to smaller populations, because in most cases it would misstate the counselor-to-student ratio. Thus, Analysis 3 shows the level of service received by the "typical" college student (i.e., one not served by a special program). Analysis 3 does not count advising FTE.

Analysis 4 computes the ratios the same way as Analysis 3, except this time **advising FTE is added**. Thus, colleges which use advisors should see their ratios decrease in this column. Colleges who do not use advisors will see no change.

In the last of the ratio columns, Analysis 5, the ratios are computed the same way as in Analysis 4, except this time **EOPS students are not removed from the all student**

count. This is because at many colleges EOPS students see non-EOPS counselors and/or advisors in addition to their EOPS counselors.

In Analysis 6 through 8, the data are presented as **percentages**. At numerous colleges counselors teach and coordinate programs. Analysis 6 gives the **percentage of counseling faculty FTE spent teaching** at each college. Analysis 7 presents the **percent of counseling FTE spent coordinating programs** at each college. Finally, Analysis 8 shows the **percentage of counseling faculty who are full-time at each college**.

Observations And Comments

Unlike formal research reports which provide extensive conclusions about the study undertaken, the purpose of this report is to return the analyzed data to decision makers around the state to draw their own conclusions. From a counseling viewpoint there are, however, some points which deserve emphasis:

1) Based upon the **direct counseling and direct counseling/advising FTE to student ratios** (Analysis 3 & 4) computed for this report there appear to be **major differences in the counseling/advising services that students receive at different colleges**. Because this report did not look at methods of service delivery apart from counseling/ advising FTE, one cannot say by looking at their ratios that College A provides better service than College B. However, it is highly doubtful that colleges with ratios in the 75th percentile can be delivering the same quality of services as those in the 25th percentile.

It is **completely unacceptable** to have such wide disparity in counseling and advising FTE ratios **when funding for these services is similar throughout the state and students are assessed the same fees at each campus**.

2) Colleges need to become **accountable** for their ratios. To do this, agreed upon methods for collecting and then analyzing the data from **all colleges** are needed. Hopefully, the methods used in this project will serve as a starting point for developing a consistent process to determine the current and optimum ratios. The **63 colleges** who submitted surveys are to be **highly commended** for participating in this voluntary research project.

3) The employment of sufficient numbers of counseling faculty to provide adequate counseling and advising services **may or may not** be best sought through inclusion of counseling faculty in the **75%-25% ratio and the 50% Law**. Regardless, students at California community colleges need and deserve access to high quality counseling and advising services. **Decision makers from all segments of the community college system need to devise a fair method to encourage and reward colleges that strive to provide those services.**

4) For too long, issues in student services have been postponed or ignored due to a lack of "hard data" for decision making. Thus, while student services have often been subjected to more vague accountability standards than instructional services, they have also frequently suffered less credibility. This survey strongly suggests that the technology, expertise and cooperative effort required for "hard data" research in student services is indeed available. **Counseling faculty and management need to continue to work together with other segments of the college community to do the type of research in the counseling discipline that will lead to better and more efficient services being provided to California's students.**

This report was designed to raise questions and promote debate, increasing the need to search for workable solutions. The goals of **maintaining and improving** the quantity and quality of counseling and advising services for the students of California are **essential** to carrying out the mission of the community colleges. Therefore, let us work together to **create reasonable incentives** which encourage **all colleges** to provide the highest quality counseling and advising services possible for their students.

Appendix

92-93 STATEWIDE COUNSELING AND ADVISING SERVICES SURVEY

(Revised 1/24/94)

ANALYSIS 1 = Ratio of all counseling FTE to all students.

ANALYSIS 2 = Ratio of all direct counseling FTE to all students (excludes teaching and program coordination).

ANALYSIS 3 = Ratio of all non-EOPS/DSPS/other funded direct counseling FTE to all non-EOPS/DSPS students.

ANALYSIS 4 = Ratio of all non-EOPS/DSPS/other funded direct counseling FTE plus all direct advising FTE to all non-EOP/DSPS students.

ANALYSIS 5 = Ratio of all non-EOPS/DSPS/other funded direct counseling FTE plus all direct advising FTE to all non-DSPS students.

ANALYSIS 6 = Percent of total counseling FTE spent teaching.

ANALYSIS 7 = Percent of total counseling FTE spent coordinating programs.

ANALYSIS 8 = Percent of total counseling FTE spent on full-time counselors.

Name of College	Population	Analysis 1	Analysis 2	Analysis 3	Analysis 4	Analysis 5	Analysis 6	Analysis 7	Analysis 8
ALAMEDA, COLLEGE OF	11294	903.52	1129.40	1498.00	1498.00	1569.86	0.00	20.00	92.00
ALAN HANCOCK	17341	1005.28	1643.70	1743.77	1578.48	1605.69	24.93	12.75	57.39
AMERICAN RIVER	34199	933.12	1262.89	1333.18	1333.18	1371.72	5.46	16.37	85.95
ANTELOPE VALLEY	14308	1044.38	1522.13	1923.77	1923.77	2000.72	8.76	13.14	78.83
BAKERSFIELD COLLEGE	19913	884.24	1593.04	1934.64	1123.71	1157.01	26.73	13.32	73.36
BARSTOW COLLEGE	4719	709.62	898.86	1442.67	1442.67	1549.00	21.05	0.00	81.20
BUTTE COLLEGE	18006	914.47	1083.39	1248.62	1248.62	1313.23	0.00	15.24	86.03

75th Percentile	1201.1	1643.7	1934.6	1748.8	1794.1	11.9	15.2	91.2
Median - 50th Percentile	1015.4	1345.9	1716.9	1418.4	1495.3	6.4	9.5	84.4
25th Percentile	842.0	1129.4	1364.5	1225.0	1262.0	2.4	3.5	73.3

Name of College	Population	Analysis 1	Analysis 2	Analysis 3	Analysis 4	Analysis 5	Analysis 6	Analysis 7	Analysis 8
CANADA COLLEGE	9464	841.99	1148.54	1224.97	1224.97	1280.75	8.90	16.90	87.28
CANYONS, COLLEGE OF	9454	973.64	1664.44	2100.00	1241.69	1261.99	10.61	26.16	77.34
CHAFFEY COLLEGE	23289	1598.42	1757.66	1908.00	1752.24	1791.18	3.91	3.43	96.57
COMPTON COMMUNITY	9229	1125.49	1153.63	1678.20	1678.20	1824.20	2.44	0.00	100.00
CONTRA COSTA COLLEGE	13212	1190.27	1492.88	1755.62	713.71	761.60	18.02	2.25	87.39
COSUMNES RIVER	19510	925.52	1791.55	1727.36	1727.36	1772.73	14.29	22.54	73.80
CRAFTON HILLS COLLEGE	7343	1050.50	1223.83	1256.73	1212.63	1254.56	4.72	4.72	95.28
CUESTA COLLEGE	11085	1198.38	1343.64	1998.67	1748.83	1780.50	0.00	0.00	97.30
CUYAMACA COLLEGE	7781	570.04	743.88	955.98	955.98	990.93	7.36	13.38	74.57
DE ANZA COLLEGE	35128	1147.97	1524.65	1734.76	1318.25	1350.06	11.83	8.33	68.79
DESERT, COLLEGE OF	13039	924.10	972.33	1537.25	1448.50	1483.14	1.42	3.54	86.46
EAST LOS ANGELES	20977	1748.08	1978.96	2247.50	2247.50	2344.55	6.67	5.00	100.00
EL CAMINO COLLEGE	35666	1442.80	1569.81	1735.70	1401.08	1444.78	3.03	5.06	94.17
FEATHER RIVER COLLEGE	2346	634.05	1117.14	1972.00	1643.33	1820.00	16.22	27.03	100.00
FOOTHILL COLLEGE	23283	506.15	950.33	882.21	882.21	894.17	46.74	0.00	71.74

75th Percentile	1201.1	1643.7	1934.6	1748.8	1794.1	11.9	15.2	91.2
Median - 50th Percentile	1015.4	1345.9	1716.9	1418.4	1495.3	6.4	9.5	84.4
25th Percentile	842.0	1129.4	1364.5	1225.0	1262.0	2.4	3.5	73.3

Name of College	Population	Analysis 1	Analysis 2	Analysis 3	Analysis 4	Analysis 5	Analysis 6	Analysis 7	Analysis 8
FRESNO CITY COLLEGE	26041	1328.62	1445.12	1860.00	1417.14	1491.55	4.49	1.02	84.69
FULLERTON COLLEGE	29584	1422.31	1616.61	1684.48	1500.38	1545.46	7.21	4.81	100.00
GAVILAN COLLEGE	8567	1032.17	1178.40	1388.15	1388.15	1466.48	6.39	6.02	100.00
GLENDALE COLLEGE	20161	763.10	981.07	1312.13	1312.13	1376.38	6.47	15.14	91.82
GROSSMONT COLLEGE	24706	1103.93	1560.71	1795.90	1726.42	1760.29	4.42	6.70	76.36
HARTNELL COLLEGE	17649	1235.92	1357.62	1860.89	1860.89	1917.33	4.90	4.06	85.99
KINGS RIVER	8214	621.80	728.19	932.80	905.89	960.34	2.73	10.60	52.99
LAKE TAHOE	5023	1399.16	1625.57	1803.79	1803.79	1828.79	13.93	0.00	55.71
LASSEN COLLEGE	5717	1201.05	1809.18	1943.77	1943.77	2041.51	0.00	30.46	84.24
LOS ANGELES CITY	23802	569.43	1034.87	1226.65	1042.65	1161.75	43.06	1.91	61.72
LOS ANGELES MISSION	10541	850.08	1109.58	1283.87	1283.87	1373.47	0.00	13.71	73.39
LOS ANGELES PIERCE	25957	1324.34	1632.52	1716.94	1716.94	1754.65	6.12	12.76	88.78
LOS ANGELES	9354	1199.23	1345.90	1418.36	1418.36	1522.13	0.64	2.56	89.74
LOS ANGELES VALLEY	28144	1386.40	1781.27	2161.94	2000.60	2050.75	1.48	16.26	97.54
MERCED COLLEGE	12581	500.44	690.13	781.76	719.96	799.60	11.89	6.64	88.07

75th Percentile	1201.1	1643.7	1934.6	1748.8	1794.1	11.9	15.2	91.2
Median - 50th Percentile	1015.4	1345.9	1716.9	1418.4	1495.3	6.4	9.5	84.4
25th Percentile	842.0	1129.4	1364.5	1225.0	1262.0	2.4	3.5	73.3

Name of College	Population	Analysis 1	Analysis 2	Analysis 3	Analysis 4	Analysis 5	Analysis 6	Analysis 7	Analysis 8
MERRITT COLLEGE	10641	675.62	741.53	985.71	894.44	958.15	1.27	0.00	66.03
MIRA COSTA COLLEGE	14875	1223.27	1827.40	2212.40	1907.75	1947.33	3.29	17.85	75.41
MODESTO JUNIOR	20900	937.85	1348.39	1688.70	1553.60	1625.60	16.37	8.44	82.99
OXNARD COLLEGE	9938	641.58	1014.08	1413.44	1413.44	1495.31	8.33	26.47	69.08
PALOMAR COLLEGE	33116	1070.68	1620.95	2404.42	1741.31	1795.81	22.96	7.76	84.38
PASADENA CITY	33530	1119.16	1426.81	1999.06	1744.95	1794.05	3.04	10.68	91.15
REDWOODS, COLLEGE OF	10867	737.25	1136.72	1732.61	1241.78	1321.53	1.36	5.02	94.98
RIVERSIDE COMMUNITY	34343	1539.35	1973.74	2233.20	1773.11	1791.65	7.13	12.77	72.30
SACRAMENTO CITY	29980	1249.17	1670.19	1591.09	1591.09	1635.82	8.33	12.71	87.50
SAN DIEGO MESA	35525	934.87	1246.49	1426.08	1342.20	1366.35	6.58	9.47	63.68
SAN DIEGO MIRAMAR	15091	1676.78	2536.30	2507.84	2507.84	2540.59	10.56	23.33	73.33
SAN JOSE CITY COLLEGE	17004	985.74	1137.39	1298.52	1200.15	1259.62	13.33	0.00	69.57
SAN MATEO, COLLEGE OF	18408	745.87	1236.27	1613.19	908.51	929.91	10.66	12.28	81.97
SANTA ROSA JUNIOR	41352	1197.22	1762.66	1874.23	1759.45	1782.33	17.11	9.55	71.63
SEQUOIAS, COLLEGE OF	12758	966.52	1244.68	1364.47	1303.15	1377.64	1.52	9.47	84.85

75th Percentile	1201.1	1643.7	1934.6	1748.8	1794.1	11.9	15.2	91.2
Median - 50th Percentile	1015.4	1345.9	1716.9	1418.4	1495.3	6.4	9.5	84.4
25th Percentile	842.0	1129.4	1364.5	1225.0	1262.0	2.4	3.5	73.3

Name of College	Population	Analysis 1	Analysis 2	Analysis 3	Analysis 4	Analysis 5	Analysis 6	Analysis 7	Analysis 8
SIERRA COLLEGE	20074	1015.38	1233.80	1519.60	1519.60	1548.88	5.06	2.53	78.40
SISKIYOU COLLEGE OF	6558	1957.61	2633.73	2822.75	2372.91	2501.59	0.90	24.78	59.70
SKYLINE COLLEGE	11779	613.49	853.55	1152.11	1083.66	1133.76	4.74	10.53	62.11
SOUTHWESTERN	24692	1200.97	1688.92	2735.49	2555.32	2687.27	9.87	3.47	86.56
TAFT COLLEGE	1970	985.00	2525.64	5012.12	765.74	818.52	5.00	56.00	100.00
VENTURA COLLEGE	16719	972.03	1071.73	1304.41	1202.50	1246.41	0.00	9.30	89.53
VISTA COLLEGE	6813	1048.15	1135.50	2080.67	2080.67	2101.00	0.00	7.69	92.31
WEST HILLS COLLEGE	3995	818.65	1268.25	1869.07	920.30	982.74	5.74	29.71	84.84
WEST LOS ANGELES	13722	1306.86	1358.61	1647.34	1314.55	1362.63	0.00	0.00	80.00
WEST VALLEY COLLEGE	19179	735.39	1312.73	1389.70	1389.70	1409.01	16.60	23.73	70.55
YUBA COLLEGE	16553	1120.72	1896.11	1780.76	1780.76	1842.50	21.67	15.17	73.87

75th Percentile	1201.1	1643.7	1934.6	1748.8	1794.1	11.9	15.2	91.2
Median - 50th Percentile	1015.4	1345.9	1716.9	1418.4	1495.3	6.4	9.5	84.4
25th Percentile	842.0	1129.4	1364.5	1225.0	1262.0	2.4	3.5	73.3